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THE THIRD ACT

Of the
American Revolution

WILSON L. GILL



Read with special care,
pages 2 & 3 of this cover,
and 2 & 14 of the book.

25 cents

The American Revolution Is Not Over!

Third Act.

This will complete the Revolution.

After the conclusion of peace, Dr. Benjamin Rush, signer of the Declaration of Independence, in a famous address, made the following remark:

There is nothing more common than to confound the term American revolution with that of the American war. The American war is over—but this is far from being the case with the American revolution. On the contrary, nothing but the first act of the great drama is closed. It remains yet to establish and perfect our new forms of government, and to prepare the principles, morals, and manners of our citizens for these forms of government after they are established and brought to perfection.

The war completed the first act of "the great drama." The signing of the Constitution completed the second act. The third act has scarcely begun. If it had been attended to then, it would probably have saved several millions of lives and billions of dollars. After a century and a third it is left to us to begin on a reasonable scale the third act. When this third act shall have been completed, all social, industrial and political conditions, such as at present threaten the very existence of our American Constitution and the democratic civilization that is dependent upon it, will be matters of the past.

The School Republic is the solution of this tremendous problem, and **THERE IS NO OTHER WAY** by which it can be solved.

THE THIRD ACT

Of the American Revolution

Brief Textbook
of the
School Republic

WILSON L. GILL, C.E., LL.B.,
Educational Director of the
Constitutional League of
America

CIVILIZATION and permanent local and international Peace and Cooperation can be gained through practice of the Golden Rule, and in NO other way. Every nation can acquire this through the SCHOOL REPUBLIC, and in NO other way.

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Constitutional League of America
New York

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EXPLANATORY NOTES.

In all civilization, there is no greater, more comprehensive field than that of the School Republic, which must deal not only with individuals, but the morals, manners, health, economy, industry, peace, wealth, happiness and the life, of the whole world. It is in use in many countries.

The School Republic is both the plan and the practice by which the use of the Golden Rule can be made habitual.

The whole school is treated as a national republic under the Constitution of the United States, or of the country in which the school is located. Each room is a school city or town. Several school cities of pupils near the same age, become a school state. Most of the training is in the school city. Every pupil is a citizen. The teacher is not a citizen, but is trainer, as in all other school work.

There are three elements which are necessary for best results in any school government—the spirit of our Constitution, which is expressed in the Golden Rule; the forms which are provided by the Constitution; frequency of elections. School national elections should be two, three or four times a year, and school local elections once each month.

This is a method of expression of good, rather than repression of wrong; of construction rather than of destruction; of kindness and co-operation for every good purpose, rather than competition. When properly used, it diminishes, and in many cases completely eliminates the necessity for punishing. Its object is NOT school discipline, but social and civic rightness and general efficiency. Good school discipline comes as a by-product. Appropriate large words have not been avoided, as little children learn them easily. This book must be interpreted by teacher and children together. As rapidly as possible, every kindergarten and older pupil should have practice in teaching his own class. "A New Citizenship" and "The Boys' and Girls' Republic" give more details.

TIME: This is a matter of spirit and conduct, not of recitation. It can be made to co-ordinate with reading, writing, English, civics, history—almost any school work. Its functions can be taken care of in the ordinary opening or Friday exercises. Voting by ballot can be before and after school and at recess.

Skillful general supervision is as necessary for the general introduction and reasonable use of the School Republic as for physical training or any other school work.

Human nature seems to demand that to develop the highest interest in anything, we must make some investment. Therefore, it is well to encourage, but NOT require every child to buy this booklet. Whatever profit there may be in the sale, will be used to extend the use of the method. Please order directly from the American Patriotic League, Mt. Airy, Philadelphia, Pa.

PARENTS, please read this book, so that you can give intelligent encouragement to your children and their teachers.

Organizing a School Republic

Simple and Brief.

In grades above the third or fourth, in organizing a school as a republic, the pupils must understand its high moral and civic purpose. This the teacher or other organizer can gather from the Constitution of the United States, the spirit of which is expressed in the Golden Rule.

That the young people may be enabled to most easily and clearly understand the construction of their republic, the organizing should be made very simple and brief—always within one day. Under some circumstances this may be accomplished with satisfaction in two hours, or, if necessary, in only one hour. It does not have to be done "just thus and so."

It is not practicable to use written ballots in organizing. Let the citizens vote by raising their hands.

Vote on First Nomination.

It has been found by large experience that in organizing it is well to let the pupils vote on the first nomination before there is a second nomination. If the candidate gets less than a majority of votes, there must be another nomination. If the school is a large one and the number of favorable votes is approximately half, it is more desirable to declare the candidate elected than to use any time in counting. Several nominations at one time create confusion and waste of time. To meet this difficulty, if the school is a large one, it is good practice to talk the matter over with a few of the pupils before the organizing, that they may already have exercised their judgment relative to right ones to be nominated, or the teacher can give a hint to several of those whose judgment is especially good, suggesting that they respond instantly when nominations are called for.

If Properly Encouraged.

Almost any boy or girl with a normal mind, even one who is considered "bad," and might be nominated and elected as a joke, will rise to the responsibility of his office and will prove to be a valuable officer if he is properly encouraged by his teacher. The pupils should be made to understand that in this business there is no place for jokes, and that they ought to use their careful judgment.

As soon as the elections are completed have all the newly-elected officers come to the front, and, facing the organizer—not the school—with their right hands raised, repeat so distinctly that all in the room may hear: "I solemnly promise that I will perform the duties of my office to the best of my knowledge and ability." Or this oath may be as formal as that required of officers of the United States Government.

A Method—Not a Machine.

It must be kept in mind that the School Republic is a method for use by the principal and teachers, not simply a machine to be handed over to the pupils, and depends for its success upon the maintained enthusiasm, more than the intelligence, of the principal and teachers. There is no question with the pupils. They will respond to whatever degree of loyalty and enthusiasm the principal and teachers will put into the cause.

After the Republic is in operation the teacher should use every possible opportunity to encourage the children to understand and maintain the spirit of pure democratic citizenship.

Address of the Organizer.

The organizer of a School Republic may make a brief address to the children in some such words as the following:

Our country seems to us to be the best there is in the world, and we love it. The people in some other lands think the same way of their countries, but our first business is with our own country. Every one of us should be a loyal and efficient citizen.

We may not be as loyal and cannot be as efficient as we ought to be, unless we train ourselves specifically and practically for this purpose. Without such training, we are liable to drift into one or the other of two classes of citizens who are a menace to our constitutional government. The first class is of educated men who refuse to vote in primaries and local elections, and the other class of voters who leave the schools before they are taught American history or institutions, and who vote under various kinds of wrong inducements. The results of the unintentional or ignorant apathy and corruption of these two classes in voting are a serious menace to our constitutional form of government, and we ought to do all in our power to combat these evils.

Habit of Voting.

There is only one way by which these dangers can be avoided and that is by training all of those who are to be citizens to form the habit of VOTING intelligently and loyally in every election. This can be done by the right kind of civic training in the schools.

Every person who is a citizen at all is a citizen of our national government, of a state government and of the local government. To give reasonable training in each of these branches of citizenship a school is organized as a national government, each room as a city or other local government, and a group of local governments, of children about the same age, is organized as a school state.

That elections may be frequent enough to enable the young citizens to form the Habit of Voting, school national elections are held as frequently as two, three or four times in the school year; of school states at least three or four times, and of school cities or towns every month.

The Golden Rule Is Civic.

We have found that there is a fundamental principle of democratic citizenship, and that this is the spirit of loyal friendship. The way to express the principle or spirit of friendship is by persistently observing the Golden Rule in all the affairs of life, at home, in school, in play and business, everywhere and in all things.

As this idea has been preached by the ancient and modern Jews, by the followers of Confucius and of Buddha, and by Christians, both Catholics and Protestants, it has been looked upon as religious, but we now can see that it is civic, and the necessary foundation of successful democratic citizenship and of true and lasting peace and prosperity for any community.

Universal Peace and Co-operation.

It is also self-evident that when such living is attained in every community, peace will prevail and the whole world will be co-operating for the comfort and welfare of every part of it. Then there will be no thought of overproduction. Every community and every person will be encouraged to produce as much as possible and secure reasonable distribution, that all in the world may be well fed and well clothed and live in comfortable homes.

Teachers Are Responsible.

Teachers and pupils should clearly understand that teachers are officers of the state, commissioned by the state to maintain order in their schools. They cannot escape this responsibility to the state. They would not be permitted to give up any part of their authority to the pupils. They are no part of the pupils' democratic republic. They are in this as in other school work—teachers, trainers, guides and friends.

The teachers say in effect, "If you, our pupils, wish to be responsible citizens, making your own laws, carrying them into effect, and conducting your own courts, we will help you as we do in mathematics, and as in mathematics so in civic life, which you are entering, we will help and encourage you to be independent of us, and as in mathematics, when we see that you are in error, we cannot let this pass uncorrected. In this way you will become self-reliant, accustomed to take the initiative in social and civic affairs, judicial in all matters, and accustomed to team work for every good purpose. While we would not be permitted to give up our veto power, if you do your part faithfully and intelligently, we shall never have to use that power.

Spirit and Plan.

The Declaration of Independence sets forth the spirit of American citizenship. The Constitution of the United States furnished the plan for organizing and of action. For convenience, these features of the Constitution which are most essential for school training are embodied in a small constitution for your use. In the same way there has been prepared a brief school state constitution and school city charter and several other helpful documents which will be given to you.

I hope that you recognize that this is not a game, though you will find in it much more pleasure and fun than in any game you ever played. It is not only practice in citizenship, but IT IS CITIZENSHIP.

Oath of Allegiance.

It is desirable that all of you should unite in a declaration of principles and a pledge of loyalty, which will be in effect an Oath of Allegiance.

Every boy and girl in the United States to whom this matter has been explained has gladly enlisted in the cause, and I suppose that you will be just as glad to do this as all the others have been.

All of you who wish to co-operate with the boys and girls throughout our country for better citizenship by means of this kind of civic training in the schools, please show it by standing up. (As soon as they have stood say, "Please sit down.")

Defense of the Constitution.

In thus expressing your wish, you have enlisted in the defense of the Constitution of the United States, and we will proceed to organize you as citizens of a national democratic republic. It is desirable that all of you should have all the exercise possible in making laws, in carrying them into execution and in deciding under them what is right and what is wrong.

In the original organizing, it has been found by large experience that it is desirable to proceed as rapidly as possible without regard to ordinary parliamentary practice. In future elections every formality that may be desired may be followed.

We will not nominate two candidates when we can make it evident that a majority of the citizens would approve of the first candidate. We will aim to find as many responsibilities as possible, so that every citizen may have some special duty to perform for the good of all. Simplicity in the work is not in loading down any one officer with many duties, but by giving each person a simple duty to perform.

Rotation in office without re-elections should be sufficiently rapid to enable every citizen to have experience in many, and if possible in every office.

It is desirable that all of you unite in a declaration of principles and a pledge of loyalty. I will read them to you, and you can then vote to accept or reject them, but I am sure that you will recognize that they are right.

Preamble of the Constitution of the United States.

We, the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Student "senates," "councils" and other forms than those prescribed by the Constitution form habits and attitudes which must be gotten rid of before one can be a loyal and efficient American citizen. They might just as well be Russian Sovietism. Though the forms may be right, if elections are only once a year the results are those of "boss rule," and should be prohibited by law.

Declaration of Principles

The spirit of love and helpful kindness is in all normal young children. We must encourage and help them to develop this spirit for their own welfare and happiness and for the good of all. All must work together to make an end of tyranny and of crime of every sort, to put restraint upon all that is wrong, to give encouragement to all that is good, and to maintain equal rights for all and special privileges for none.

We are responsible citizens, and the flag of our country is our symbol of service and co-operation for the good of all mankind. We want to be true to the citizenship of our country and will show our love and loyalty by our industry, our efficiency, our friendliness, by looking on the bright side of things and not on the dark (except to help correct them) and by our good works.

Our country asks us to live for her and the good of all, and so to live and so to act that her citizenship and her government shall be pure, her officers honest and efficient and every part of her territory safe and fit for the best of men and women. Our country asks that we co-operate with our brothers and sisters in every land to make an end of tyranny and crime and advance the cause of good will, good manners and best conditions in our homes and neighborhoods and throughout the world.

All in favor of this Declaration of Principles raise your right hands. This declaration is adopted. (This is a safe presumption as a large majority invariably votes for it.)

Brief Form of Civic Pledge.

The simplest comprehensive form for such a pledge that we have yet found is as follows:

"I solemnly promise to perform the duties of my American citizenship to the best of my knowledge and ability."

This brief form can be used to advantage with very little citizens, and also with older pupils, in place of the longer form to save time in organizing.

The following pledge is good for use at some appropriate time each week:

Pledge of Loyal Citizenship

Recognizing in some measure how great a privilege it is which has been granted to us, that we shall be trained as responsible citizens of a democratic republic under the Constitution of the United States, rather than as irresponsible subjects of a monarchy, we solemnly promise that we will be loyal, obedient and faithful to every branch of our government from that of the United States of America, and our state, to our own local School Republic, and to all authority that is lawful; that we will endeavor to make good laws and to obey them; that we will use our best judgment in choosing officers; that we will perform the duties of office to the best of our knowledge and ability when chosen to any office; that we will encourage and help our officers without reference to the way our individual votes may have been cast; that if summoned to appear in court we will comply and give every reasonable assistance to enable the judge to discover the truth and to arrive at a just decision, whatever our relation may be to the case; that we will abide by the judgment of our court when approved by the teacher or other authorized adult officer of our school; and that we will to the best of our ability perform faithfully all the duties of citizenship.

Please all of you stand, raise your right hands as high as you can, and repeat this pledge of allegiance. As soon as they respond, say, "Please sit down."

I will now read to you a brief form of a Constitution, and as you have had no experience in this matter, and it has been written as the result of a very large experience and has been approved by every statesman and scholar (many of both) to whom it has been submitted, you are advised to accept it without change.

(Here read the School Republic Constitution.)

All of you who are in favor of this Constitution please indicate it by standing. Now, please sit down.

This Constitution may be amplified to any extent that is in harmony with the Constitution of the United States.

Nomination of President.

Under this Constitution, it is now your duty to elect several officers. As it is possible for all the citizens under this Constitution to be assembled, and as it is desirable that every

one of you should feel as great a responsibility as possible, for every act of your legislative body and for the appointing and service of every officer, you will act in the capacity of citizens and of lawmakers. Therefore, every one of you who thinks of some girl or boy who would be an appropriate one to serve as the President of your Republic, please raise your right hand.

The organizer will point to any pupil who appears to be alert in the matter, and say, "Whom do you nominate?" Then immediately say, "All in favor of for President, raise your right hands." In this original organizing rapidity of action is more desirable than exactness. For this reason, if the vote for the one nominated approximates a majority, declare the candidate elected and proceed in the same way to the nomination and election of the Vice-President, who will be the President of the Congress of a single house, which later, whenever found desirable, can be converted into two houses.

Take Oath of Office.

The President and Vice-President-elect should come before the whole body and raise their right hands and take the oath of office in the following or any other appropriate words:

"I solemnly promise to perform the duties of my office to the best of my knowledge and ability."

The whole body of citizens should then stand, raise their right hands and take the same oath of office as members of the Congress, or the words may be exactly the same as in the oath which is used in the United States Congress. This is because they are immediately to act as members of the Senate.

Appoint Chief Justice and Secretary of State.

The President should then appoint the Chief Justice, and the appointment should be submitted to the whole body sitting as the Congress for confirmation or rejection. The Chief Justice should be then sworn in.

The same process may be followed to obtain a Secretary of State and other cabinet officers, who should at once take their oath of office.

If the time limit has arrived, the appointing and confirming of other officers and the performing of other functions may be deferred to the next session of the Congress.

It should be suggested that some one move to adjourn, to assemble again at the call of the President. The President, of course, would arrange with the Principal of the school for the next session.

Organizing School States and Cities.

The School National Government having been organized, the states and cities can be organized simply by having the pupils adopt the State Constitution and City Charter and elect officers and have them take the oath of office.

PARLIAMENTARY LAW.

Parliamentary law is a system by which an assembly arrives at a decision. It is politeness so applied as to give every member a fair chance to express his ideas concerning any business before the assembly, or to check unreasonable trespass on the time of the assembly.

A quorum is that number of members needed to enable an assembly to transact business. A majority of the members is a quorum, unless there is some regulation providing for another number. A meeting is opened by the presiding officer saying, "The meeting will come to order."

A motion cannot be considered before some member has risen to his feet and, addressing the presiding officer, has said: "Mr. President," and the presiding officer has recognized him by saying "Mr. _____" (giving the member's name), which gives the member the privilege of saying, "I move that" (here follow the words of the motion or resolution), and then some other member has arisen and declared, "I second the motion." He need not wait to be recognized by the presiding officer.

A motion to adjourn is not debatable, and is always in order. The form is, "I move that we adjourn."

No motion can be put to vote while a previous motion is before the assembly, except privileged motions, such as "to amend," "to refer to a committee," "to lay on the table," "to limit the debate," "to close nominations" and "to adjourn."

If a motion is made "to amend," the vote must be on the amendment first, then on the original motion as amended.

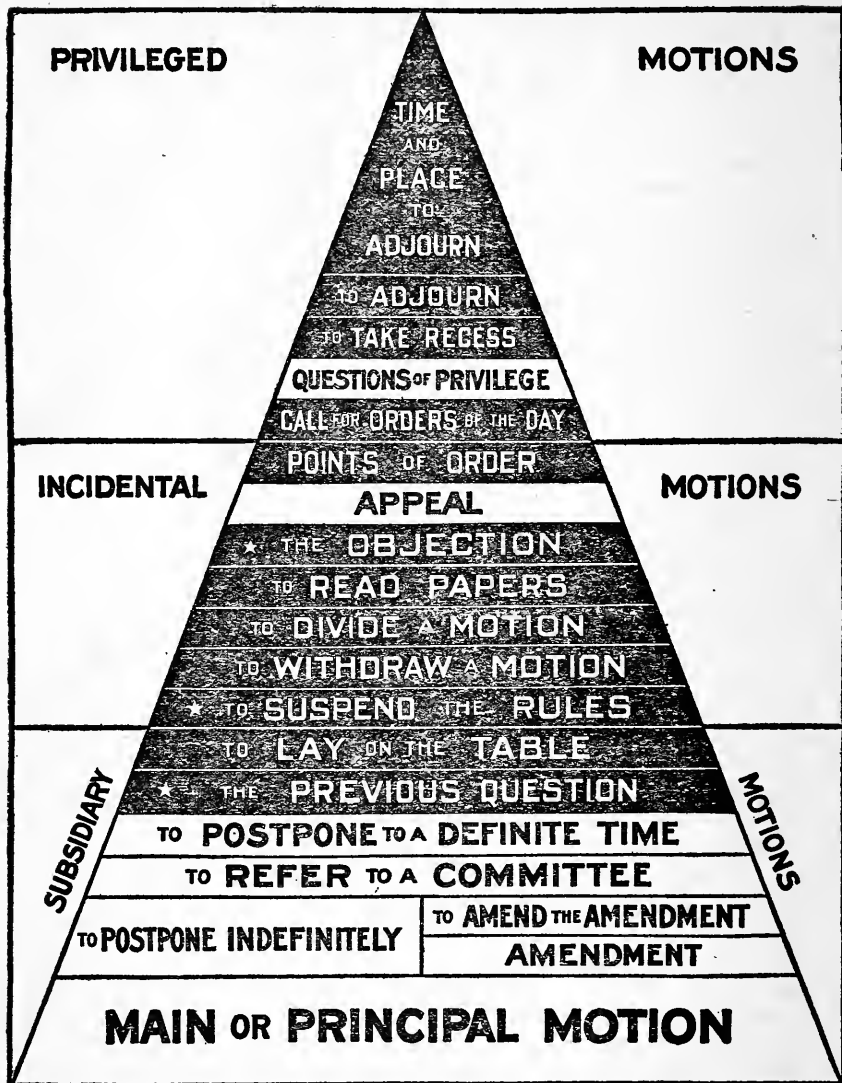
To obtain "the floor," a member must arise and, addressing the presiding officer, say, "Mr. President" (or in some cases, "Mr. Chairman"). He has no right to say another word till the presiding officer recognizes him, by speaking his name.

A motion "to close nominations" is useful to prevent an unnecessary number, which consumes too much time. Under some circumstances one nomination is enough, and a member can at once arise and, after he has been recognized by the chairman, say: "I move that nominations for mayor (or whatever the office may be) be now closed." If this motion should be seconded and carried, there will be no more nominations for that office, unless the one nominated fails to receive the number of votes necessary for election.

SPIRIT OF PARLIAMENTARY LAW.

Be brief. Be truthful. Be thoughtful. Be in earnest. Be patient and hopeful. Be kind and courteous. Be considerate of the feelings of others. Be polite under all circumstances. Be helpful. Be firm for the right. Try to understand those who differ from you. Don't argue in a school republic business meeting just for the sake of arguing. Transact business promptly and in a businesslike way. Do not trifle. Do not be touchy. Do not allow yourself to be easily irritated. If a person who has been friendly or unfriendly offers a resolution, which in your judgment is right, give to it your support.

DIAGRAM OF PARLIAMENTARY MOTIONS



THE WHITE SPACES DEBATABLE MOTIONS

★ MOTIONS REQUIRING TWO THIRDS VOTE

THE BLACK SPACES UNDEBATABLE MOTIONS.

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Original idea and design by Wilson L. Gill.

LEGISLATION AND ACTIVITIES IN A SCHOOL REPUBLIC.

All legislation in a school republic should have for its basis the spirit of the "Golden Rule," an ancient expression of which is, "as ye would that men should do to you, do ye even so to them," and this will result in the greatest good to each and every member of the entire community. It will then comply with all just laws that are made by men.

Every legislative act of the school citizens must be signed by the teacher or principal of the school before it becomes a law. While the teacher, of necessity, has the veto power, it is practically never necessary to use it, as the teacher is the friend, adviser and teacher in matters of citizenship, the same as in all other matters of instruction in the school. The teacher gets the children's point of view, and the children more easily understand and appreciate the teacher.

In these matters, as in those of mathematics, the teacher encourages the pupils to become independent in solving the problems, but is present to point out errors in manner of reasoning before conclusions are reached.

VERY LITTLE CITIZENS.

A little child, only four years old, can be led very easily into the spirit and practice of efficient citizenship, and enjoy it even more than any play or pretense, both of which are natural and a part of child life. It has all the pleasurable elements of play, with the additional interest and zest of reality. The same may be said of college students and pupils of every age, as of little children.

In a group of twenty or thirty children it is not at all unusual to find one who will spit on the floor, in spite of the teacher's most industrious endeavors to prevent it. As soon as the children are given the right to make laws for themselves, one of them is almost sure to suggest that they make a law prohibiting spitting on the sidewalks and floors. The little offender is almost as sure to vote for the new law, and, whether he votes for it or not, as a rule, he never spits on the floor again; but, if he should do so, the other children would hold him to account, and this is very much more effective than the endeavors of the teacher.

Child-citizens almost invariably, either consciously or unconsciously, endeavor to enact laws which will conform to ideas of right and wrong which they have learned from their parents and teachers. Even though they may have resisted them up to the time of the legislating, and though they may have been disobedient to them up to that time, they are generally obedient to them after having helped to make the laws. Moreover, they insist on obedience by every one. The resulting self-discipline is excellent.

SUBJECTS FOR LEGISLATION.

Matters of personal conduct furnish most of the topics of legislation by the citizens of school republics, such as the following:

CONSTRUCTIVE LEGISLATION.—Kindness toward all persons, especially little children and old men and women, and toward animals, birds, and other living creatures.

Enforce the laws.

Courtesy under all reasonable circumstances.

Welcome and protection to newcomers in the schools.

Remove snow from walks.

Put sand or clinders on icy paths and steps.

Remove broken glass, fruit skins and other obstacles from places in which they may cause accidents.

Improve paths with stepping stones, clinders, ashes, boards or other materials.

Give all possible assistance to mother and teacher, and to every person who is in trouble or may need assistance.

Maintain cleanliness of blackboards, floors, yards, streets, etc.

Maintain personal cleanliness—face, ears, hair, teeth, hands, shoes, etc. A commissioner for each subject.

Provide inspection for personal cleanliness, health, temperature of the schoolroom, etc.

Keep the flag in repair.

Raising and lowering the flag, with proper ceremony, by commissioners appointed for the purpose, and by the citizens, with such singing and salute as can be made practicable.

Construct athletic apparatus and things with which to play.

Erect such guideboards on roads and streets, where not already provided, as it may be practicable for young people to make and erect, with consent, if necessary, of public officials, but such consent is generally unnecessary.

Provide that the mayor, the president of the council, or some other pupil, or pupils, in the absence of the teacher, shall perform the duties of the teacher, who should train them daily in these duties.

PREVENTIVE LEGISLATION.—Most legislation is preventive. Following is a list of some offenses which may be forbidden by school citizens.

Children who have learned to write should, and generally do, legislate against writing improper notes and making improper pictures, or either passing or showing such things to other pupils, except to the court or officer whose duty it is to deal with the case. This matter is one of very serious importance, and, if dealt with promptly and vigorously, as the children are apt to do, it will prevent the developing of some more serious and less easily handled affairs among the same children when they reach the high school age.

Playing with fire.

Gambling in any form.

Quarrelling and fighting.

Uttering unclean or otherwise improper words.

Writing and marking on walls, fences and other improper places, with chalk, knives or other instruments.

Throwing stones where any person, animal, bird or property may be injured.

Breaking glass where it can do injury to shoes or rubber tires.

Dropping fruit skins on sidewalks and other places where they might cause accidents to pedestrians.

Dropping paper or litter in streets or other improper places.

Making unreasonable noise where it may disturb the comfort of any persons.

Injuring or meddling in any way with public or private trees, flowers or other property.

Climbing on or meddling with automobiles or other vehicles.

Trespassing in yards, property or rights of neighbors.

Boisterous or rough conduct which may injure or annoy any children or older persons.

In these matters the children should be encouraged to think for themselves. A suggestion box, into which any young citizen may at any time drop a written suggestion, to be read by some officer to the citizens, possibly the clerk of the council to all, in some meeting of the council, can be made very helpful.

A great part of the value in this practical civic work by the school children is that it develops in each a judicial ability and a civic conscience, and produces the habit of thinking, acting and co-operating for the welfare of the whole community. When legislatures find that efficient citizenship can be made general by civic training (not "teaching civics") in all academic schools, and that this can be accomplished in this way, and in no other way, then it is not only here and there that there will be a person benefited, but an entire stratum of the population, to be followed immediately by the next and next stratum.

Of course, we could formulate a large number of these laws, and ask the children to adopt the whole book, but they would get only a little value by that process. When their powers of observation are exercised, and they consider what shall be done to prevent wrongdoing, to remedy wrong that has been committed, and to bring about better mental and physical conditions, they are greatly benefited in several ways. This does not mean that suggestions and help should be withheld. They need to be encouraged continually, and helped, tactfully, as in mathematics.

Evening School Republics.

The Evening Schools can use the general plans which are used in the day schools, but, of course, to be of value, must be adapted by the principal and his assistants to the peculiar conditions in their particular school. Mr. Alexander S. Massell, principal of Evening School 27, Manhattan, has used the following plan to good advantage:

The whole school is organized as a federal republic, each class as a city, and all cities of each grade are joined in a separate state. The federal or national government has the following departments:

Department of Education suggests to prospective pupils courses of study suited to their special needs.

Department of Health has charge of inspection for cleanliness of toilets, halls, yards, stairways and rooms; ventilation of rooms; replacing burned-out light bulbs; two-minute drills.

Fire Department prevents improper carrying and use of matches, smoking in toilets, yards, halls, etc. It supervises fire drills; familiarizes pupils with exits and use of the fire alarm.

Department of Social Activities looks after receptions, entertainments, visiting parks and museums, introduction of visitors and new pupils, social and civic clubs, orchestra and glee club.

Inter-racial Council receives and makes at home those who have not yet learned to speak English.

Department of Co-operation enlists outside agencies for providing employment of pupils, vocational guidance, medical advice, legal advice, financial assistance.

Department of Publicity supplies newspapers with information about the school; acquaints the school with the community and the community with the school.

Each school city establishes as many of these departments to co-operate with the national departments as the conditions of the particular school city will justify.

In the following Constitutions and Charter, many valuable details have been sacrificed in favor of the greater advantage of brevity. They should not be altered by teachers or pupils who have had less than several years experience with them. They are the result of many years of experience.

Constitution of the School Republic

See Constitution of the United States for further details.

PREAMBLE.

We, the pupils of a school, grateful that there has been granted to us the right to enjoy the privileges guaranteed by the Constitution of the United States, and to perform the duties of citizenship in accord therewith, gladly accept and confirm this constitution, which contains those features of our great Constitution which are most essential in our daily life, to the end that we shall be trained individually in leadership and in promulgating the truth as we understand it; to take the initiative in private and public affairs; to think and act independently and vigorously, and in co-operation among ourselves and with our teachers and public authorities for cleanliness, for health, for good manners, for prosperity, for convenience, and for the beauty of our environment, and for every good purpose; to establish the habit of practicing the Golden Rule in all the affairs of life; and that we may be trained in economy and efficiency in the use of time, energy, books, tools and materials.

ARTICLE I.

Legislative Power.

Section 1. All legislative powers herein granted shall be vested in a Congress of the Republic, which shall consist of all citizens or of representatives elected by the citizens.

Sec. 2. The Congress, if composed of elected representatives, shall consist of two representatives from each State, elected at large by the citizens of the State, and may be known as senators, and fifteen representatives or more, if desired, at least one from each State, the remaining number to be apportioned to the States in proportion to their number of citizens. The Congress may sit as a single house or as two houses; if as one house, appointments by the President shall be confirmed by a majority of the whole Congress; if as two houses, appointments by the President shall be confirmed by the Senate. There shall be a regular session of the Congress at least once each month.

Sec. 3. The Vice-President of the Republic shall be the President of the Congress.

Sec. 4. The Congress may provide such officers as it may find desirable for the transaction of its business.

Sec. 5. The Congress may establish administrative departments, the heads of which shall be appointed by the President and approved by the Congress, and who will be members of the President's Cabinet.

Sec. 6. The Congress shall have power to enact laws affecting the welfare of the Republic.

Sec. 7. Every legislative act must be by a resolution or bill. Every bill shall begin with the following clause: "Be It enacted by the School Republic In Congress assembled, That"

Sec. 8. All legislative acts shall become effective when approved by the President of the Republic and the Principal of the School.

Sec. 9. The territory of the Republic extends over the district in which the school is located.

ARTICLE II.

Executive Power.

Section 1. The executive power shall be vested in a President of the Republic, to be elected by a majority of the whole body of citizens. He shall hold office during one term or until his successor is elected, and shall not serve two terms in succession.

Sec. 2. The President shall appoint a Secretary of State, whose duty it will be to preserve the records of the Republic and perform such other duties as may be prescribed by the Congress. This appointment shall be subject to confirmation by a majority of the Congress.

ARTICLE III.

Judicial Power.

Section 1. The judicial power of the Republic shall be vested in a Supreme Court, the justices of which shall be appointed by the President and confirmed by the Congress.

Sec. 2. The Judges of the Court may appoint such clerks and other officers as may be desirable for the transaction of its business.

Sec. 3. The judicial power shall extend to all cases in law and equity arising under this Constitution and the laws of the Republic, and cases arising between States, and between citizens of different States, or in which a State and citizens of another State become a party, and to all cases not provided for in the State and municipal courts.

Sec. 4. Decisions of the Supreme Court shall not become effective till signed by the Principal of the School.

**ARTICLE IV.
Amendments, Etc.**

Section 1. In this Constitution, where it is provided that a choice may be made between two or more methods, this choice shall be made by the Principal of the School.

Sec. 2. The Constitution of the United States is the highest authority to settle any question which may arise in this School Republic, provided that the said question is treated of in the Constitution of the United States.

Sec. 3. An amendment to this Constitution may be made whenever two-thirds of all the citizens of all the States or two-thirds of the States comprising the Republic deem it necessary, providing such amendment is in accord with the Constitution of the United States and is approved by the Principal of the School and the Supervisor of Civic Training.

Sec. 4. This Constitution shall take effect immediately.

Date.....

..... President.

..... Principal.

Constitution of the School State

See the Constitution of your State for further details.

PREAMBLE.

Grateful for the privilege of being taught the principles and trained in the right practices of independent citizenship, economy, efficiency, justice, kindness, independence of character and of co-operation for every good purpose, public and private, we, the pupils of a school, do hereby accept and confirm the following Constitution:

CHAPTER I.

Name, Territory, Citizenship, Elements of Government.

Section 1. The name of this State may be determined by a majority vote of the pupils at the time of their accepting and ratifying this Constitution, or as soon thereafter as practicable.

Sec. 2. The State may consist of all the pupils of a class who graduate at one time or it may consist of several school rooms, each being organized as a village, town, county or city. Each city may elect a Mayor, President of the Council and Judge. All the pupils of the room will be the council or legislative body. Clerks and other officers may be elected. The city may have a commission form of government.

Sec. 3. The territory of the school state is the school district in which it is located.

Sec. 4. Every pupil is a citizen of the school state and may be elected to office.

Sec. 5. The Government shall have a legislative, an executive and a judicial department, and the citizens shall elect a separate head for each. The title of the head of the executive department is Governor; of the legislative department, Lieutenant-Governor, who is President of the Legislature; of the judicial department, who is Chief Justice. There may be one Clerk for the three departments or preferably three Clerks, one for each department. The legislative department may establish other offices when needs arise.

Sec. 6. The term of office shall be ten weeks or less, unless otherwise provided by act of the legislature.

Sec. 7. An officer shall not be re-elected to serve in the same office two full terms in succession.

CHAPTER II.

Legislative Department.

Section 1. The legislative department shall include every citizen. It may or it may not, as shall be decided by the Principal of the School, delegate its power in part to a body chosen by the citizens, to be called the State Legislature of six or more members. In a school of both boys and girls in which a legislature of delegates has been established, two or more citizens should be elected in each room as members of the Legislature, one-half of the number of members being boys and the other one-half of the number girls.

Sec. 2. All laws, before they take effect, must receive the signature of the Principal of the School and the Governor, or in lieu of the Governor's signature, a vote of two-thirds of the members of the Legislature.

Sec. 3. Every legislative act must be by a resolution or bill. Every bill shall begin with the following clause: "Be it enacted by the Legislature of the School State, that"

CHAPTER III.

Executive Department.

Section 1. The Governor shall be the chief executive. It shall be his duty to see that the laws of the State are obeyed, to recommend to the Legislature all such measures as he deems expedient, to appoint commissioners and heads of de-

partments, and remove them if there shall be cause for doing so; to submit his appointments to the Legislature for confirmation, and if the Legislature fails to confirm an appointment, to make such new appointment as the Legislature will confirm.

Sec. 2. The President of the Legislature shall preside at all meetings of the Legislature, and in the absence or disability of the Governor shall perform the duties of chief executive.

Sec. 3. The Secretary of State shall keep the records of the State, and unless there should be elected separate Clerks of the Legislature and Court, he shall perform the duties of those officers.

CHAPTER IV. Judicial Department.

Section 1. The Chief Justice shall hold court at a regular time each week, and also whenever a special occasion demands. If there is no business to transact, the Justice should announce this and declare the court adjourned to the next regular date.

Sec. 2. It shall be the duty of the Justice to encourage brevity, directness, promptness of decisions and action, pleading guilty when guilty, a full disclosure of the truth without a demand for witnesses, and to discourage quibbling and all endeavor to cover the truth or escape justice.

Sec. 3. A teacher should be present at every session of the court to suggest methods of solving the Judge's problems as if they were problems in arithmetic, to point out errors before a decision is reached, and to give such help as may seem desirable to aid in arriving at a wise judgment.

Sec. 4. Such penalties as tend to humiliate or make the offender appear ridiculous, should be avoided. The Justice and all citizens should keep in mind the fact that the object of the court is not to punish, but to prevent wrongdoing in the future.

Sec. 5. No sentence shall be carried into execution before it has been sanctioned by the teacher or principal.

CHAPTER V. Miscellaneous.

Section 1. The part of the principal and teachers is to recognize first, that the school democracy is not a machine, but a method by which they may lead and train the pupils in independence of character and co-operation for every good purpose; second, that by the introduction of citizenship in the school, their authority is not affected in the slightest; third, that boys and girls in general are so earnest in their desire for good thought and action, constructive work and right conditions, that the success or failure of the democracy, exactly the same as of all other school work, is dependent wholly upon the maintained interest, respect, tact, and enthusiasm of the

principal, teachers and other school authorities and not upon the pupils.

Sec. 2. In all matters in this School State, to which it can be made applicable, the Constitution of the State in which this school is located, shall govern.

Sec. 3. This Constitution shall take effect immediately.

Date.....

..... Governor.

..... Secretary of Legislature.

..... Principal.

Charter of the School City

See the Charter of your city for further details.

ARTICLE I.

Object, Name, Territory, Citizens, Powers.

Section 1. The object of this School City is to train the citizens in the practice of the Golden Rule, Independence of character, promulgating the truth as we understand it, and co-operation for every good purpose, and all duties of citizenship, in school, at home, and everywhere.

Sec. 2. The Name of the School City shall be determined by a majority of the citizens at the time this charter is adopted or as soon after as convenient.

Sec. 3. The territory of this School City is the school, and so much of the district in which the pupils live as is not otherwise provided for.

Sec. 4. Every individual who is or shall be a pupil in this schoolroom division shall be a citizen of this School City. If two or more divisions occupy the same room, but at different times, each may be a separate school city.

Sec. 5. The City shall have the right to make, to enforce and to adjudicate laws.

Sec. 6. An officer shall not be re-elected for two whole terms in succession.

Sec. 7. In all matters in this School City, to which it can be made applicable, the Charter of the City in which this school is located, shall govern.

ARTICLE II.
Rights and Duties.

Sec. 1. Citizens shall have the right to nominate and elect officers, and to work and play without unlawful interruption.

Sec. 2. It is the duty of the city to protect the rights of all citizens and promote the general welfare, and of citizens to practice the Golden Rule and to be obedient to every lawful authority.

ARTICLE III.
Code of Personal Conduct.

Chapter I—Construction and Prohibition.

Section 1. A. "Whatsoever ye would that men should do to you, do ye even so to them," because when this law is obeyed popular government can succeed, and democracy can be a success in such a degree as this law is observed. All laws and regulations must conform to this law.

B. Do no wrong to any one.

Order.

Sec. 2. A. Peace, order and co-operation for every good purpose must be maintained.

B. Anything which disturbs the order in halls, classrooms, or in any place within the jurisdiction of this government is prohibited.

Sec. 3. A. The expression of good, pure, kind and constructive thought must be encouraged.

B. Anything which is profane, rude, immodest, impure, impolite or unkind to any living creature is prohibited.

Cleanliness.

Sec. 4. A. Cleanliness, neatness, beauty and orderly appearance must be encouraged.

B. Anything which detracts from the neat and orderly appearance of our community is prohibited.

Health.

Sec. 5. A. Healthful conditions and actions must be encouraged.

B. Anything which detracts from the healthful condition of our community is prohibited.

Public and Private Property.

Sec. 6. A. Protection of private and public property from theft, injury or interference must be encouraged and enforced.

B. Anything which mars, destroys or interferes with property rights is prohibited.

Chapter II.—Duties.

Section 1. Every citizen is in duty bound to call the attention of the authorities of this government to any violation of the laws.

Chapter III—Punishments.

Section 1. Any citizen violating any law of this government shall be subject to punishment not less than a reprimand and not greater than the withdrawal of the rights of citizenship. Punishments must be inflicted to discourage wrongdoing, not to produce unhappiness or disgrace.

Sec. 2. No punishment shall be carried into execution before it has been approved by the teacher or principal of the school, and then it must be put into effect promptly.

ARTICLE IV.

Officers, Nominations, Elections.

Section 1. There shall be a Mayor to see that the laws are obeyed, a Judge to decide what is right and what is wrong, and a President of the City Council to preside over the meetings of the City Council. All the citizens shall be members of the Council. Except among children who can not write, there shall be elected a Clerk of the Council, a City Clerk for the Executive Department, and a Clerk of the Court.

Sec. 2. There may be health, police and any other officers that the Council shall authorize to be elected by the citizens or to be appointed by the Mayor.

ARTICLE V.

The Teacher.

Section 1. The teacher is not a citizen or officer of the School Republic, but teacher, guide and friend, whose authority is not changed by the granting of this charter, and whose sanction is needed to validate every action of the School City.

Sec. 2. This charter having been granted by the teacher and other school authorities, and accepted by a majority of the citizens, takes effect immediately.

Date.....

..... Mayor.

..... Teacher.

The following pages are to confirm the faith of teachers and
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THE WHITE HOUSE
WASHINGTON

December 13, 1921.

My dear Mr. Gill:

The little hand-book, "The Third Act of the American Revolution", has proved very interesting, indeed.

I feel that you have evolved an excellent and useful idea, and have put your proposal in a most feasible form.

I can imagine that if proper interest can be developed, it ought to be productive of very valuable political results; and I hope that may be possible.

Yours sincerely,

Warren G. Harding.

The following pages are to confirm the faith of teachers and pupils that the School Republic is right from every standpoint of pedagogy, morality, loyal citizenship and of economy of time, effort and money. Perfect faith gives happiest results.

NO OTHER PRACTICAL WAY.

From an article by Rev. Charles Edward Stowe
(son of Harriet Beecher Stowe):

"Now, as of old, the people's rights perish for the lack of knowledge. We train up our children in the atmosphere of an effete oriental despotism and then wonder why they are so ill-fitted for the duties of a modern republic.

"We have a social system that turns out thousands of criminals, then spends millions of dollars on courts to convict them and prisons in which to house and feed them.

"We are nursing in the centers of our great Cities the very Goths and Vandals that some day will overwhelm us if we do not awake to our peril and theirs.

"Now what is to be done? Just what Mr. Gill has been advocating and doing. Begin with the children. Teach them the duties of citizenship. Have them begin and practice these duties within their own little world. How otherwise can they be effectually trained for their duties in the grown-up world which they are so soon to enter?

"This is a part of a great movement of the age—a most hopeful and helpful movement. It is a movement away from the old Individualism whose creed was in business, 'Every man for himself, and the devil take the hindmost,' and in religion, 'Be sure your soul is saved if no one else's is!' to a more Christian view of the world and of life, in which we realize that we are our brother's keeper.

"If our dream of the Kingdom of God on Earth is to be realized, and it can be realized, we must begin with the boys and girls. But how shall we begin? THERE IS NO PRACTICAL WAY except Mr. Gill's plan of Child Citizenship.

"True religion means service. Not only is he who ministers greatest, but ministering is the end of religion, not only a manifestation of it. But we must know how to minister, and Mr. Gill's book tells us how. For the good of humanity, may it have an immense circulation!

SCHOOL CITIZENSHIP AT BANKERS' CLUB



ON the 16th of June, 1920, 75 pupils from Dr. Oswald Schlockow's Brooklyn School No. 50, illustrated to an audience in one of the great dining rooms of the Bankers' Club in New York how school boys and girls can perform the functions of American citizenship and government, as these may be related to the ordinary affairs of their daily life.

Their legislature discussed various bills relative to their daily conduct, and enacted several into laws. Their court tried and sentenced several infractions of their laws of conduct.

Judge Morgan J. O'Brien presided at this meeting of the Constitutional League. Mr. Gill, Educational Director of the League and originator of the School Republic method, stated that the object of the method was to bring about such civic, moral and industrial training of

the whole people in their childhood as would secure the best social, civic and industrial relations, and the most efficient citizenship. He said that by this means all of the attacks on our form of government may be averted and all of the social, industrial and political evils of the present time may be cured.

After this most remarkable and interesting demonstration by the children, Mr. Frederic R. Kellogg made the following remarks:

MR. KELLOGG'S REMARKS.

"Mr. Chairman, I have here a resolution which was prepared by former Secretary of the Interior Franklin K. Lane, after witnessing most of this afternoon's demonstration, but who has been compelled to leave. He has asked me to propose for him his resolution, which is as follows":

SECRETARY LANE'S RESOLUTION

Resolved: That it is the opinion of this meeting of the Constitutional League, after a demonstration by school children, that the Gill School Republic plan should be promoted in the public and private schools of the country, as a means of developing better citizenship, and it is further

Resolved, That the United States Congress be requested to provide funds for presenting to the citizens and school authorities of the country the merit and value of this method of developing Americanism.

The resolution was adopted unanimously.

Mr. Kellogg continued his remarks and said: "Before proceeding further, there is one thing which Dr. Gill cannot say, but which I am in a position to say, and desire to say.

"It has been a source of the greatest satisfaction to me to learn that the Constitutional League intends to interest itself in the cause of education in citizenship. But I think that a great mistake will be made if we accept this fact without remembering that had it not been for Dr. Gill's long-continued labors and great personal sacrifices, there would today be no

campaign of this nature which the Constitutional League could take up and further prosecute. I have been personally familiar for many years with the work which Dr. Gill has done, and with the great financial and personal difficulties under which this work has been conducted, and I should feel seriously derelict in my duty if I permitted the present occasion to pass without uttering a warm tribute of praise for all that he has done, and without giving due recognition to the enormous importance of this work for the welfare of our country."

DR. CRANE'S EDITORIAL SHOULD BE WIDELY CIRCULATED.

Associate Superintendent, Acting City Superintendent of New York City Schools, Wm. McAndrew, on July 21, 1920, wrote as follows: "I have known Mr. Gill personally for twenty-two years, and have always been in sympathy with his endeavors in the cause of civic training in the schools.

"I have had large experience in the co-operation of pupils in the governing of their own conduct, and believe that it is right.

"I believe also that it is practicable and desirable to give so much of a civic form to this self-discipline as will imbue the children with the spirit of our American institutions and en-

able them to establish the habit of voting intelligently and loyally in every election and in performing the duties of citizenship faithfully and efficiently.

"Teachers who are inclined to give the advantage of self-discipline to their pupils ought to have such assistance as is needed—such as is given to teachers in music, drawing and physical training.

"I was at the conference referred to in Dr. Frank Crane's editorial, 'The School Republic.' I am in sympathy with all he says and think his communication should be widely circulated."

WILLIAM McANDREW.

THE SCHOOL REPUBLIC

By FRANK CRANE



HE most important events, big with destiny, are not often conspicuous. They may be taking place in a small corner.

The populace of Imperial Rome cared little for what was going on in Judea. Very few of them even heard of it. Yet there was the event that was to fill all the future.

Millionaires were strutting in Athens, people were talking of wars and laws and art and literature, and few of them paid any attention to an old man who was being poisoned in prison. Yet it was Socrates who taught the world.

The huge political conventions of Chicago and San Francisco will have very little effect upon the destiny of the country. They are rather "the noise of timorous and flocking birds."

Up in the thirty-eighth story of a New York skyscraper the other day a handful of people met to consider a subject that weighed more in the scale of destiny than anything hinted at in the political conventions of forty years.

This little group was considering the question of the School Republic. At a meeting of the Constitutional League in the Bankers' Club seventy children from a public school in Brooklyn were demonstrating the laboratory method of creating Democracy.

The idea is that Democracy is a thing that has to be learned. It does not come by nature. Therefore the place to begin is in the public school. It is much more important that children learn how to govern them-

selves, to obtain in lawful ways what the majority of them want, to select their own governors and obey them, to understand voting and take an interest in politics, than that they learn how to bound Uruguay or do sums in arithmetic.

The only radical cure for the ills of Democracy is more Democracy. It is to understand, to feel, and be expert in Democracy.

As it is at present, children are trained in little autocracies. Thus when they graduate from school they despise politics.

The consequence is that politics falls into the hands of men who are second class both intellectually and morally.

The remedy is to teach Democracy from the very kindergarten, so that the children coming out of the school will be experts therein.

Then they will like politics, for we like what we know and we despise that of which we are ignorant.

Mr. Wilson L. Gill, who is devoting his life to this idea, is a man whose name will be remembered a hundred years from now, when many who are today famous apostles of flapdoodle will be forgotten.

Every school ought to be a Republic. School children should be taught self-government. Every school should be a little United States, and not a little Germany.

The only reforms that are permanent steps forward are those that begin in the schoolroom.

Humanity advances through its children, not through its adults.

USED BY OUR GOVERNMENT.

While the new Cuban republic was being constructed, the United States War Department had Mr. Gill organize every public school in Cuba as a republic for the double purpose of training the children, and through them illustrate for their parents the meaning and the right practices of democratic citizenship. Major General Leonard Wood wrote of the results to President Wilson the following:

"The results were most satisfactory; I unhesitatingly commend the idea. The results were far-reaching and valuable, and are fully set forth in my various reports as military governor of Cuba and the reports of the officials at the head of the public school system of the island.

"This system would be especially valuable in all schools, and would result in our children being much better equipped for the discharge of their civic responsibilities.

"I am confident it is a system well worth using in our insular possessions, teaching as it does discipline and being founded on a habitual submission to the majority, a mental condition which is absolutely essential to the establishment of any form of self-government."

IN EVERY SCHOOL.

Dr. Jesse H. Michener, principal, and later assistant superintendent of Philadelphia schools, testified as follows: "Now I am convinced that it may succeed in every school. I felt that the judiciary could not be made to work—a child can not be judicial," I said, but they have proved to be excellent judges.

"The good results fully pay for all the trouble. At each step, new possibilities open up before us."

INDIANS AND ESKIMOS.

In 1910, the United States Bureau of Indian Affairs adopted the school republic method for all government schools under its direction, and in 1912 the Bureau of Education adopted it for all government schools in Alaska. The following are extracts from the reports of the United States Commissioner of Education:

"The school republic has done wonders for these scholars. They grew by leaps and bounds in self-confidence."

"Now, this, simple as it may seem, has accomplished wonders in this school, this year, in many ways. Industry, cleanliness, economy, good deportment, self-reliance, punctuality, neatness, obedience, appreciation, honesty, truthfulness, kindness, and kindred admirable traits have come to the front. In fact it has straightened matters out in general. We don't see how we could well have gotten along without it.

"The school republic seems to be the problem of school management solving itself. It increases school efficiency, adds enthusiasm, and answers the teacher's question, 'How shall I do without an assistant.'"

BEST SOCIOLOGICAL THINKING.

Dr. David Snedden, while Massachusetts Commissioner of Education, wrote: "I am profoundly convinced of the rightness of these ideas, and of the fact that they are in line with the best sociological thinking of our time."

Louls P. Nash, head master of a Boston school district, made the following statement, after thirteen years' use of this method:

"My experience and observation of the school republic are that it is altogether useful and not at all harmful. Its intellectual advantages are many. Its moral advantages are more considerable."

TO THE PRINCIPALS OF THE PUBLIC SCHOOLS
OF NEW YORK CITY.

Ladies and Gentlemen: This will introduce to you Mr. Wilson L. Gill, the well known originator of "The School Republic."

Mr. Gill's plan for the practical teaching of civics and the natural way of sustaining interest in the progressive development of character is in successful use in some of the schools of New York City and has been for many years.

You are respectfully requested to extend to Mr. Gill the courtesy which is due to one who has rendered such service to the cause of education.

Yours sincerely, Edgar Dubs Shimer,

Associate Superintendent in Charge of

October 19, 1921.

Textbooks and Studies.

ENTIRELY SUCCESSFUL.

The School Republic, devised by Mr. Wilson L. Gill, has operated very successfully in schools under my supervision in two widely separated sections of Brooklyn. While the form of organization is quite complete, it is by no means cumbersome or perplexing. In fact, its efficiency is largely due to the simplicity and directness of all its mechanical workings.

The School Republic is the best medium that has come to my attention for training in citizenship, and for developing intelligent community spirit and the civic traits that constitute true Americanism. It provides for the fulfillment of all the requirements of the State law and the suggestions of the Board of Regents in the matter of practical training for citizenship.

JAMES J. McCABE, District Superintendent.

Ladies and Gentlemen: Mr. Wilson L. Gill, whom I have known for many years, has the authority of the Superintendent of Schools to visit your schools to interest you in training children in citizenship. When I was the principal of a school, I had the benefit of Mr. Gill's advice and assistance in giving practical lessons in civics and moral training, and I believe he will show you something that will be of great value to your school.

BENJAMIN VEIT, District Superintendent.

The Constitutional League of America

1542 Broadway, New York

If the people of America understand the Constitution of the United States, there will be no question of any other form of government for America.

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Theodore Roosevelt, Vice-President

Wm. De Forest Manice, Treasurer

Jerome A. Myers, Director

Willson L. Gill, Educational Director

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Mrs. Warren G. Harding Mrs. Calvin Coolidge Mrs. John T. Pratt
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Herbert C. Hoover Harry M. Dougherty Manny Strauss J. F. Cullman, Jr. Carter Glass
John J. Pershing Leonard Wood Jeremiah W. Jenks Guy Emerson Alfred E. Smith

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Ephraim F. Morgan, W. Va.

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Lee M. Russell, Mississippi
Len Small, Illinois
Oliver H. Shoup, Colorado
E. J. San Souci, R. I.
Wm. C. Sproule, Pennsylvania

THE GOLDEN RULE IS CIVIC.

As the Golden Rule has been preached by the ancient and modern Jews, by the followers of Confucious and of Buddha, and by Christians, both Catholics and Protestants, and most of us learned of it at Sunday school, it has been looked upon as religious, or "goody-goody," but we can now see that it is CIVIC, the Spirit of our Constitution, and the necessary foundation of successful, happy, human living and democratic citizenship, and of true and lasting peace and prosperity for any community and for all nations.

By means of the School Republic it is possible to bring about the general use of

The Golden Rule

by the people of every nation, and the cost will probably be only a fraction of what a Presidential campaign costs.

IT CAN BE DONE.

Somebody said that "It couldn't be done,"

But he with a chuckle replied,
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it,
He started to sing as he tackled the thing
That couldn't be done—and he did it!

Somebody scoffed: "Oh, you'll never do that—

At least, no one ever has done it."
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it,
With the lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done—and he did it!

There are thousands to tell you it cannot be done,

There are thousands to prophesy failure;
There are thousands to point out to you one by one
The dangers that wait to assail you,
But just buckle in with a bit of a grin,
Then take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done"—and you'll do it.

*By means of the School Republic
the entire population can be educated
in childhood, the Gold Rule
operative and habitual
ness of the ballot and
democracy gained, developed and
made permanent.*

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*The Moral and Civic Revamping
of our people and of every Nation can
be accomplished in this way. By no
academic or other process is this possible.*